



AVC*6340 Topics in Art & Visual Culture IV

Fall 2020

Section(s): C01

School of Fine Art and Music

Credit Weight: 0.50

Version 1.00 - June 25, 2020

1 Course Details

1.1 Calendar Description

This seminar course is designed to explore one or more issues in Art and Visual Culture depending on the expertise of the instructor. Offered in conjunction with ARTH*4340. Extra work is required of graduate students. Students should consult the department for specific offerings.

Restrictions: Credit may be obtained for only one of AVC 6340 or ARTH 4340.

1.2 Course Description

Women Art Historians in the Late-19th and Early-20th Century

In emergent scholarship focused the historiography of art history as a discipline, little attention has been paid to the late 19th and early 20th century women who practiced art history and shaped the discipline. In a 2015 follow-up to Linda Nochlin's 1971 question "why have there been no great women artists?" Clark and Folgo asserted that women scholars and high school students were the most likely to argue for the greatness of women artists and that it was precisely the revision of the canon to include women that facilitated the entry of women scholars into the field of art history. These assertions, however, disregard the many earlier women scholars; travelers, researchers, journalists, photographers, art journalists, art critics, philosophers); who were fundamental contributors to art historical discourse both inside and outside of the academy. A 2019 issue of the Journal of Art Historiography was devoted to essays on women art writers and art historians in late 19c Britain (Old Masters, Modern Women), and similar studies focused on women art historians are currently underway.

Who were these women? How did they conduct their work in a male-dominated society and a male-dominated discipline? How were they educated, did they pursue academic careers, what barriers did they encounter or break? What were their contributions, before the advent of first-wave or of second-wave feminism, to the development of the discipline in terms of advancing scholarly research, archival methods, critical inquiry, philosophical study, historical and contextual considerations, the study of non-Western art? How did women shape art history before the formal acknowledgement of their contributions to the discipline? Do we need to re-examine ideas about exclusion, inclusion, historical and historiographical processes when it comes to women and art history?

1.3 Timetable

Thursdays 2.30 - 5.20. Some classes will be LIVE via ZOOM, others might be focussed on on-line discussion, some will be a combination of both.

*Timetable is subject to change. Please consult WebAdvisor.

1.4 Final Exam

No exam

2 Instructional Support

This is an ONLINE course consisting of occasional LIVE online lectures and/or online discussions (talking live) or contributions to class discussion in response to posted questions.

The course will be taught through COURSELINK, with which you are all familiar. Lectures and discussion meetings will be delivered via ZOOM, which you can link to through the COURSELINK navigation bar.

Course materials will all be posted on COURSELINK

2.1 Instructional Support Team

| | |
|--------------------|----------------------|
| Instructor: | Sally Hickson |
| Email: | shickson@uoguelph.ca |
| Office: | MCKN 273 |

3 Learning Resources

3.1 Required Resources

Available on Courselink (Readings)

4 Learning Outcomes

Graduate Learning Outcomes

Critical and Creative Thinking

Independent Inquiry and Analysis ✕ *Problem Solving* ✕ *Creativity* ✕ *Depth and Breadth of Understanding*

Critical and creative thinking is a concept in which one applies logical principles, after much inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking. Those mastering this outcome shows evidence of integrating knowledge and applying this knowledge across disciplinary boundaries. Depth and breadth of understanding of disciplines is essential to this outcome. At the graduate level, originality in the application of knowledge (master's) and undertaking of research (doctoral) is expected.

Literacy

Information Literacy ✕ *Quantitative Literacy* ✕ *Technological Literacy* ✕ *Visual Literacy*

Literacy is the ability to extract material from a variety of resources, assess the quality and validity of the material, and use it to discover new knowledge. The comfort in using quantitative literacy also exists in this definition, as does using technology effectively and developing visual literacy.

Global Understanding

*Global Understanding ☒ Sense of Historical Development ☒ Civic Knowledge and Engagement
Intercultural Knowledge and Competence*

Global understanding encompasses the knowledge of cultural similarities and differences, the context (historical, geographical, political and environmental) from which these arise, and how they are manifest in modern society. Global understanding is exercised as civic engagement, intercultural competence and the ability to understand an academic discipline outside of the domestic context.

Communicating

Oral Communication ☒ Written Communication ☒ Reading Comprehension ☒ Integrative Communication

Communicating is the ability to interact effectively with a variety of individuals and groups, and convey information successfully in a variety of formats including oral and written communication. Communicating also comprises attentiveness and listening, as well as reading comprehension. It is the ability to communicate and synthesize information, arguments, and analyses accurately and reliably.

Professional and Ethical Behaviour

Teamwork ☒ Ethical Reasoning ☒ Leadership ☒ Personal Organization & Time Management ☒ Intellectual Independence

Professional and ethical behaviour requires the ability to accomplish the tasks at hand with proficient skills in teamwork and leadership, while remembering ethical reasoning behind all decisions. The ability for organizational and time management skills is essential in bringing together all aspects of managing self and others. Academic integrity is central to mastery in this outcome. At the graduate level, intellectual independence is needed for professional and academic development and engagement.

5 Teaching and Learning Activities

This is intended to be a truly participatory forum, an opportunity for all of us to critically examine the contributions of women to the creation of the discipline of art history. We will touch on a variety of critical and theoretical issues. The course consists principally of critical reading and inquiry, informed discussion and debate, theoretical contextualization, research and writing at a professional level.

6 Assessments

Weekly “Inquiry” Contributions – 20% Every week, every student in the seminar must post a question about some aspect of the readings for that week. It can be a term you don’t understand, a theoretical inconsistency you notice, a connection to another theory you want to ask about. These questions will provide the material for a weekly discussion focused on the readings. In order for the seminar to work, everyone has to contribute, and everyone has to read everything. Sometimes we’ll discuss ‘live’ (via Zoom), other times we’ll have an online discussion in a discussion forum, sometimes we’ll do a combination of the two.

Article Summaries – 20% Every student must submit summaries, in accordance with the reading templates I will provide, of FOUR readings over the course of the whole term. You can choose which articles you want to summarize. These are worth 5% each.

Weekly Reflection Papers – 10% At the end of each discussion, everyone will submit a reflection on the discussion of that day – things you learned, things you wonder, ideas that you find engaging, ideas you disagree with, questions questions questions – these questions will also feed our discussions. This only needs to be a couple of paragraphs, and everyone submits one every week – these are shared in an open forum so we can all read them and think about them in order to inform our learning. I’ll do it too.

Everyone will contribute an essay, of about 7000 words with footnotes, on an early modern woman who contributed to the discipline of art history. At the end of the course, we’ll produce an edition of a ‘journal’, the title of which we’ll decide over the course of the term. This will be a version of a real academic journal; you’ll be given guidelines for formatting just as you would if you were to submit an article to a journal publisher.

Individual Research Projects – 50% Proposal with bibliography – 10%/ Final Paper 30%/ Editing for publication in our journal 10%

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
